EDUCATIONAL RESEARCH

Volumes 16–18 1973–76

SUBJECT INDEX

This is the sixth triennial index to *Educational Research*. It covers the volumes for the following academic years: Vol. 16 – 1973–74; Vol. 17 – 1974–75; Vol. 18 – 1975–76. Issue numbers are as follows for each academic year: No. 1 – November; No. 2 – February; No. 3 – June.

		VOL.	NO.	PAGES
Ability–*See also* Concepts, Examinations, Intelligence, Reading, Subject Choice				
Personality, ability and achievement in primary school children	*K. Orme*	17	3	199–201
The reliability of teachers' judgement of the abilities being tested by multiple choice items	*R.W. Fairbrother*	17	3	202–10
Assessment–*See also* Examinations, Self Concepts and Role Conceptions, Tests				
Adding and averaging grades	*J. Nisbet*	17	2	95–100
Criteria for the assessment of pupils' compositions	*P. Berse*	17	1	54–61
Determination of grades for two groups sharing a common paper	*J.K. Backhouse*	18	2	126–37
Establishing children's learning as a criterion for teacher effectiveness	*K.B. Start*	16	3	206–9
The reliability of teachers' judgement of the abilities being tested by multiple choice items	*R.W. Fairbrother*	17	3	202–10
Attainment–*See also* Examinations, Teaching Methods, Tests				
Personality, ability and achievement in primary school children	*K. Orme*	17	3	199–201
Sex differences in reading attainment	*G.B. Thompson*	18	1	16–23
Attitudes–*See also* Drug Education, Multiracial Education, Personality, Self Concepts and Role Conceptions				
Attitude measurement: a critique of some recent research	*P.L. Gardner*	17	2	101–9
Attitudes of Nigerian secondary school children to programmed instruction in geography	*P.O. Okunrotifa*	17	2	110–4
Linked courses in Herefordshire	*D.H. O'Donnell*	16	2	133–8
Measurement of human values: an appraisal of the work of Milton Rokeach	*T.M. Kitwood and A.G. Smithers*	17	3	175–9

629512

		VOL.	NO.	PAGES
Attitudes (*cont.*)				
Religious beliefs and moral values: the influence of the school	*J. Marvell*	16	2	94–9
Secondary school pupils' attitudes to school and teachers	*B.L. Thompson*	18	1	62–6
Some determinants of teacher morale in Australia	*G.M. Coverdale*	16	1	34–9
Careers—*See* Vocational Choice				
Children in Care—*See also* Delinquency				
The prevalence of behaviour problems among children in care	*B.A. Akhurst*	17	2	137–42
Colleges of Education				
Commitment to teaching of postgraduate and college-trained students	*D. Hellawell and A.G. Smithers*	16	1	46–51
Limitations of personality testing as applied to college of education students	*F.C. Lamb*	17	1	34–40
Colleges of Further Education—*See also* Social Class, Vocational Choice				
Further education: an alternative route reviewed	*G.M. Young and M. Macdonald*	17	3	221–7
Team teaching in further education	*J. Mansell*	17	1	19–26
Comprehensive Education—*See also* Curriculum, Moral Education, Religious Education, School Leaving, Sixth Form				
Culture and equality in education	*G. Chanan*	18	2	108–16
'O' level or CSE? The consequences of double entry	*J. Fry*	16	2	139–42
Open or closed sixth: some consequences of structural change in comprehensive schools	*G.R. Neave*	16	1	12–6
Subject options in a comprehensive school	*J. Price*	16	1	3–7
Computers—*See* School Organization, Teaching Methods				
Concepts				
A developmental study of the acquisition of some moral concepts in children aged 7 to 15	*J.B. Edwards*	16	2	83–93
Can pre-school children form concepts?	*R.M. Povey and E. Hill*	17	3	180–92
The maturation of spatial ability in geography	*A.J. Heamon*	16	1	63–6

		VOL.	NO.	PAGES
Curriculum—*See also* Drug Education, French, Geography, History, Humanities, Reading, Religious Education, Science, Subject Choice				
Bloom's taxonomy and the objectives of education	*C.P. Ormell*	17	1	3–18
Creativity and curriculum structure	*E. Ogilvie*	16	2	126–32
Culture and equality in education	*G. Chanan*	18	2	108–16
Curriculum planning in multiracial education	*R. Jeffcoate*	18	3	
Linked courses in Herefordshire	*D.H. O'Donnell*	16	2	133–8
Multiracial education—2. Teacher opinion on aspects of school life. Part One: changes in curriculum and school organization	*E.M. Brittan*	18	2	96–107
Objectives in the humanities	*G. Chanan*	16	3	198–205
On the balance of the content of education	*C.P. Ormell*	18	3	163–173
Delinquency				
Pupils' perceptions in high and low delinquency schools	*D.S. Finlayson and J.L. Loughran*	18	2	138–45
Drug Education				
Drugs education: questions and answers	*D.A. Lane*	16	2	107–11
Individuals and systems: aspects of educational issues in drug dependence	*D.A. Lane*	16	1	52–7
Educational Objectives				
Bloom's taxonomy and the objectives of education	*C.P. Ormell*	17	1	3–18
Objectives in the humanities	*G. Chanan*	16	3	198–205
On the balance of the content of education.	*C.P. Ormell*	18	3	163–173
Educational Research Dissemination				
A review of three journals for 1968–70	*T. Derrick*	17	1	62–5
Educational Research Methodology				
Attitude measurement: a critique of some recent research	*P.L. Gardner*	17	2	101–9
Interpreting research: sampling	*B.H. Choppin*	16	3	218–21
'Interpreting research: sampling' – A reply	*G.A. Cortis*	17	1	66–70
Measurement of human values: an appraisal of the work of Milton Rokeach	*T.M. Kitwood and A.G. Smithers*	17	3	175–9
On values and value-systems: evidence from interviews with adolescents	*T.M. Kitwood*	18	3	223–231
Social class and educational research	*T.S. Robertson*	16	3	189–97
Three myths in educational research	*J. Wilson*	16	1	17–9
English—*See* Grammar, Language, Vocabulary				

		VOL.	NO.	PAGES
Examinations—*See also* Assessment, Subject Choice				
Determination of grades for two groups sharing a common paper	*J.K. Backhouse*	18	2	126–37
'O' level or CSE? The consequences of double entry	*J. Fry*	16	2	139–42
Question choice in examinations: an experiment in geography and science	*E.G. Taylor and D.L. Nuttall*	16	2	143–50
Stimulus material in 'O' Level History	*C.M. Ferguson and S. Garrett*	17	2	83–94
The reliability of teachers' judgement of the abilities being tested by multiple choice items	*R.W. Fairbrother*	17	3	202–10
French				
Primary French in the balance	*C. Burstall*	17	3	193–8
Geography				
Attitudes of Nigerian secondary school children to programmed instruction in geography	*P.O. Okunrotifa*	17	2	110–4
Question choice in examinations: an experiment in geography and science	*E.G. Taylor and D.L. Nuttall*	16	2	143–50
The maturation of spatial ability in geography	*A.J. Heamon*	16	1	63–6
Grammar				
Criteria for the assessment of pupils' compositions	*P. Berse*	17	1	54–61
In search of an 'early teaching grammar'	*J.L. Presland*	16	2	112–20
Scoring written work in English as a second language: the use of the T-unit	*C. Gipps and E. Ewen*	16	2	121–5
History				
Stimulus material in 'O' Level history	*C.M. Ferguson and S. Garrett*	17	2	83–94
Home and School—*See also* Children in Care, Delinquency, Moral Education, Religious Education				
A developmental study of the acquisition of some moral concepts in children aged 7 to 15	*J.B. Edwards*	16	2	83–93
A mother helper scheme in the infant school	*V.M.E. Wilton*	18	1	3–15
Adjustment to school	*B.L. Thompson*	17	2	128–36
The educational needs of the mentally handicapped	*J.M. Hughes*	17	3	228–33
Humanities—*See also* Curriculum				
Objectives in the humanities	*G. Chanan*	16	3	198–205

		VOL.	NO.	PAGES
Infant School				
A mother helper scheme in the infant school	*V.M.E. Wilton*	18	1	3–15
Construction of a comprehensive reading programme from a combination of published reading schemes	*M.T. Kendall*	16	1	20–7
Reliability of the 'Draw-a-Man' test	*R. Evans, N. Ferguson, P. Davies and P. Williams*	18	1	32–6
Intelligence—*See also* Ability, Tests				
Creativity and curriculum structure	*E. Ogilvie*	16	2	126–32
The three-minute reasoning test: a re-evaluation	*J. Hartley, F.W. Hogarth and R.L. Mills*	16	1	58–62
Junior School—*See also* Assessment, Concepts, Mental Handicap, Multiracial Education, Reading, Religious Education, Tests				
Junior school pupils' rejection of school library books	*G. Fenwick*	17	2	143–50
Personality, ability and achievement in primary school children	*K. Orme*	17	3	199–201
Primary French in the balance	*C. Burstall*	17	3	193–8
Reading standards in Aberdeen, 1962–72	*J. Nisbet, J. Welsh and J. Watt*	16	3	172–5
Language—*See also* Grammar, Mathematics, Reading, Teaching Methods, Vocabulary				
Effects of dialect on the comprehension of West Indian children	*V.K. Edwards*	18	2	83–95
Elements of elaboration in working class writing	*J. Rushton and G.M. Young*	16	3	181–8
Primary French in the balance	*C. Burstall*	17	3	193–8
Scoring written work in English as a second language: the use of the T-unit	*C. Gipps and E. Ewen*	16	2	121–5
Two sides of the brain in language and art	*C.W. Baty and J.K. McConnel*	18	3	201–207
Learning—*See* Study Methods, Teaching Methods				
Leaving School—*See also* Sixth Form				
Conceptions of school among pupils affected by the raising of the school leaving age	*A.G. Smithers, G. Avis and D. Lobley*	16	3	210–7
The impact of teacher life changes and performance on student dropouts	*E. Carranza*	17	2	122–7
Listening				
Effectiveness of rate of aural message on reading and listening	*M.H. Neville*	18	1	37–43

		VOL.	NO.	PAGES
Maladjustment—*See also* Attitudes, Delinquency				
Levels of aggression in a traditional and a pluralistic school	*K.D. Johnston and M.L. Krovetz*	18	2	146–51
Self-concepts among secondary school pupils	*B.L. Thompson*	17	1	41–7
The prevalence of behaviour problems among children in care	*B.A. Akhurst*	17	2	137–42
Mathematics				
Reading mathematical exposition	*R.B. Brunner*	18	3	208–213
Mental Handicap				
The educational needs of the mentally handicapped	*J.M. Hughes*	17	3	228–33
Moral Education—*See also* Religious Education, Value Education				
A developmental study of the acquisition of some moral concepts in children aged 7 to 15	*J.B. Edwards*	16	2	83–93
Religious beliefs and moral values: the influence of the school	*J. Marvell*	16	2	94–9
Motivation				
Effectiveness-motivation in pre-school children	*D.H. Stott, H.L. Williams and J.D. Sharp*	18	2	117–25
Multiracial Education—*See also* Grammar				
Curriculum planning in multiracial education	*R. Jeffcoate*	18	3	192–200
Effects of dialect on the comprehension of West Indian children	*V.K. Edwards*	18	2	83–95
Multiracial education –1. Inter-ethnic friendship patterns	*M.M. Jelinek and E.M. Brittan*	18	1	44–53
Multiracial education –2. Teacher opinion on aspects of school life. Part One: changes in curriculum and school organization	*E.M. Brittan*	18	2	96–107
Multiracial education –2. Teacher opinion on aspects of school life. Part Two: pupils and teachers	*E.M. Brittan*	18	3	182–191
Nursery Schooling—*See* Pre-school Education				
Occupational Choice—*See* Vocational choice				

		VOL.	NO.	PAGES
Personality—*See also* Attitudes, Self Concepts and Role Conceptions				
Authoritarian personality traits among students	*J. Dunham*	16	1	40–5
Personality, ability and achievement in primary school children	*K. Orme*	17	3	199–201
Physical Education				
Secondary school swimming programmes	*R.L. Page*	18	3	214–222
The role of the physical education teacher	*L.B. Hendry*	17	2	115–21
Pre-school Education				
Adjustment to school	*B.L. Thompson*	17	2	128–36
Can pre-school children form concepts?	*R.M. Povey and E. Hill*	17	3	180–92
Effectiveness-motivation in pre-school children	*D.H. Stott, H.L. Williams and J.D. Sharp*	18	2	117–25
The pre-reading vocabulary of children leaving nursery school	*H. Quigley*	16	1	28–33
Primary Education—*See* Infant School, Junior School, Pre-school Education				
Programmed Instruction				
Attitudes of Nigerian secondary school children to programmed instruction in geography	*P.O. Okunrotifa*	17	2	110–4
Programmed learning and conventional teaching	*D.C. Hughes and N.A. Reid*	18	1	54–61
Reading—*See also* Grammar, Language, Vocabulary				
A re-standardization of the Burt-Vernon and Schonell graded word reading tests	*E. Shearer and R. Apps*	18	1	67–73
Construction of a comprehensive reading programme from a combination of published reading schemes	*M.T. Kendall*	16	1	20–7
Effectiveness of rate of aural message on reading and listening	*M.H. Neville*	18	1	37–43
Junior school pupils' rejection of school library books	*G. Fenwick*	17	2	143–50
Logical steps in the process of learning to read	*D.Pidgeon*	18	3	
Reading ages and NFER reading tests	*D. Vincent*	16	3	176–80
Reading standards in Aberdeen, 1962–72	*J. Nisbet, J. Welsh and J. Watt*	16	3	172–5
Sex differences in reading attainments	*G.B. Thompson*	18	1	16–23
Standards of reading: a critical review of some recent studies	*E. Burke and D.G. Lewis*	17	3	163–74
The pre-reading vocabulary of children leaving nursery school	*H. Quigley*	16	1	28–33
Two sides of the brain in language and art	*C.W. Baty and J.K. McConnel*	18	3	201–207

		VOL.	NO.	PAGES
Religious Education—*See also* Moral Education				
Religious beliefs and moral values: the influence of the school	*J. Marvell*	16	2	94–9
Religious socialization in the junior school	*P. Jarvis*	16	2	100–6
School Organization—*See also* Curriculum, Teaching Methods				
Multiracial education 2. Teacher opinion on aspects of school life. Part One: changes in curriculum and school organization	*E.M. Brittan*	18	2	96–107
School timetabling by computer – a technical history	*M.A.H. Dempster, D.G. Lethbridge and A.M. Ulph*	18	1	24–31
Science—*See also* Curriculum, Subject Choice, Teaching Methods				
Question choice in examinations: an experiment in geography and science	*E.G. Taylor and D.L. Nuttall*	16	2	143–50
The swing from science: a perspective from hindsight	*D. Duckworth and N.J. Entwistle*	17	1	48–53
Secondary Education—*See also* Comprehensive Education, Curriculum, Examinations, Leaving School, Sixth Form, Subject Choice, Teaching Methods, Vocational Choice				
Alternatives to the traditional sixth form: a preliminary report	*L. Orr and J. Dean*	17	3	211–20
Culture and equality in education	*G. Chanan*	18	2	108–16
Pupils' perceptions in high and low delinquency schools	*D.S. Finlayson and J.L. Loughran*	18	2	138–45
Secondary school pupils' attitudes to school and teachers	*B.L. Thompson*	18	1	62–6
Secondary school swimming programmes	*R.L. Page*	18	3	214–222
Self-concepts among secondary school pupils	*B.L. Thompson*	17	1	41–7
Subject choice in the sixth form: some comments arising from a recent study	*J. Selkirk*	16	1	8–11
Self Concepts and Role Conceptions—*See also* Drug Education				
Conceptions of school among pupils affected by the raising of the school leaving age	*A.G. Smithers, G. Avis and D. Lobley*	16	3	210–7
Pupils' perceptions in high and low delinquency schools	*D.S. Finlayson and J.L. Loughran*	18	2	138–45
Self-concepts among secondary school pupils	*B.L. Thompson*	17	1	41–7
The role of the physical education teacher	*L.B. Hendry*	17	2	115–21

		VOL.	NO.	PAGES
Sixth Form—*See also* Science				
Alternatives to the traditional sixth form: a preliminary report	*L. Orr and J. Dean*	17	3	211–20
Open or closed sixth: some consequences of structural change in comprehensive schools	*G.R. Neave*	16	1	12–6
Subject choice in the sixth form: some comments arising from a recent study	*J. Selkirk*	16	1	8–11
Social Class—*See also* Reading				
Elements of elaboration in working class writing	*J. Rushton and G. Young*	16	3	181–8
Social class and educational research	*T.S. Robertson*	16	3	189–97
Sociometry				
Multiracial education –1. Inter-ethnic friendship patterns	*M.M. Jelinek and E.M. Brittan*	18	1	44–53
Study Methods—*See also* Teaching Methods				
Logical steps in the process of learning to read	*D. Pidgeon*	18	3	174–181
The utility of taking notes as an aid to learning	*M.J.A. Howe*	16	3	222–7
Subject Choice—*See also* Examinations, Sixth Form				
Subject choice in the sixth form: some comments arising from a recent study	*J. Selkirk*	16	1	8–11
Subject options in a comprehensive school	*J. Price*	16	1	3–7
The swing from science: a perspective from hindsight	*D. Duckworth and N.J. Entwistle*	17	1	48–53
Teacher and Pupil—*See also* Attitudes, Self Concepts and Role Conceptions, Teaching Methods				
Commitment to teaching of postgraduate and college-trained students	*D. Hellawell and A.G. Smithers*	16	1	46–51
Establishing children's learning as a criterion for teacher effectiveness	*K.B. Start*	16	3	206–9
Multiracial education –2. Teacher opinion on aspects of school life. Part Two: pupils and teachers	*E.M. Brittan*	18	3	182–191
Some determinants of teacher morale in Australia	*G.M. Coverdale*	16	1	34–9
The impact of teacher life changes and performance on student dropouts	*E. Carranza*	17	2	122–7
Teacher Training—*See* Colleges of Education, Teaching Methods				

		VOL.	NO.	PAGES
Teaching Methods—*See also* Concepts, Programmed Instruction, Reading, Study Methods, Team Teaching				
In search of an 'early teaching grammar'	*J.L. Presland*	16	2	112–20
Interdisciplinary education: lowering the barriers to effective learning	*J.P. Wilson and V.D. MacMurray*	17	1	27–33
Small group teaching methods in higher education	*J.P. Powell*	16	3	163–71
Team Teaching				
Team teaching in further education	*J. Mansell*	17	1	19–26
Tertiary Education—*See* Colleges of Education, Colleges of Further Education, Universities				
Tests—*See also* Attitudes, Examinations, Geography, Personality				
A re-standardization of the Burt-Vernon and Schonell graded word reading tests	*E. Shearer and R. Apps*	18	1	67–73
Can pre-school children form concepts?	*R.M. Povey and E. Hill*	17	3	180–92
Limitations of personality testing as applied to college of education students	*F.C. Lamb*	17	1	34–40
Reading ages and NFER reading tests	*D. Vincent*	16	3	176–80
Reliability of the 'Draw-a-Man' test	*R. Evans, N. Ferguson, P. Davies and P. Williams*	18	1	32–6
The three-minute reasoning test: a re-evaluation	*J. Hartley, F.W. Hogarth and R.L. Mills*	16	1	58–62
Universities—*See also* Colleges of Education, Study Methods				
Authoritarian personality traits among students	*J. Dunham*	16	1	40–5
Interdisciplinary education: lowering the barriers to effective learning	*J.P. Wilson and V.D. MacMurray*	17	1	27–33
Small group teaching methods in higher education	*J.P. Powell*	16	3	163–71
Value Education—*See also* Moral Education, Religious Education				
Measurement of human values: an appraisal of the work of Milton Rokeach	*T.M. Kitwood and A.G. Smithers*	17	3	175–9
On values and value-systems: evidence from interviews with adolescents	*T.M. Kitwood*	18	3	223–31
Religious beliefs and moral values: the influence of the school	*J. Marvell*	16	2	94–9
Vocabulary—*See also* Grammar				
Construction of a comprehensive reading programme from a combination of published reading schemes	*M.T. Kendall*	16	1	20–7
The pre-reading vocabulary of children leaving nursery school	*H. Quigley*	16	1	28–33

		VOL.	NO.	PAGES
Vocational Choice—*See also* Attitudes				
Commitment to teaching of postgraduate and college-trained students	*D. Hellawell and A.G. Smithers*	16	1	46–51
Further education: an alternative route reviewed	G.M. Young and M. Macdonald	17	3	221–7
Linked courses in Herefordshire	*D.H. O'Donnell*	16	2	133–8

AUTHOR INDEX

AUTHOR	TITLE	VOL.	NO.	PAGES
AKHURST, B.A.	The prevalence of behaviour problems among children in care	17	2	137–42
APPS, R.	*See*: SHEARER, E. *and* APPS, R.			
AVIS, G.	*See*: SMITHERS, A.G. *et al.*			
BACKHOUSE, J.K.	Determination of grades for two groups sharing a common paper	18	2	126–37
BATY, C.W. *and* McCONNEL, J.K.	Two sides of the brain in language and art	18	3	201–207
BERSE, P.	Criteria for the assessment of pupils' compositions	17	1	54–61
BRITTAN, E.M.	Multiracial education – 2. Teacher opinion on aspects of school life. Part One: changes in curriculum and school organization	18	2	96–107
BRITTAN, E.M.	Multiracial education – 2. Teacher opinion on aspects of school life. Part Two: pupils and teachers	18	3	182–191
BRITTAN, E.M.	*See*: JELINEK, M.M. *and* BRITTAN, E.M.			
BRUNNER, R.B.	Reading mathematical exposition	18	3	208–213
BURKE, E. *and* LEWIS, D.G.	Standards of reading: a critical review of some recent studies	17	3	163–74
BURSTALL, C.	Primary French in the balance	17	3	193–8
CARRANZA, E.	The impact of teacher life changes and performance on student dropouts	17	2	122–7
CHANAN, G.	Objectives in the humanities	16	3	198–205
CHANAN, G.	Culture and equality in education	18	2	108–16
CHOPPIN, B.H.	Interpreting research: sampling	16	3	218–21
CORTIS, G.A.	'Interpreting research: sampling' – A reply	17	1	66–70
COVERDALE, G.M.	Some determinants of teacher morale in Australia	16	1	34–9
DAVIES, P.	*See*: EVANS, R. *et al.*			
DEAN, J.	*See*: ORR, L. *and* DEAN, J.			
DEMPSTER, M.A.H., LETHBRIDGE, D.G. *and* ULPH, A.M.	School timetabling by computer – a technical history	18	1	24–31
DERRICK, T.	A review of three journals for 1968–70	17	1	62–5
DUCKWORTH, D. *and* ENTWISTLE, N.J.	The swing from science: a perspective from hindsight	17	1	48–53
DUNHAM, J.	Authoritarian personality traits among students	16	1	40–5

AUTHOR	TITLE	VOL.	NO.	PAGES
EDWARDS, J.B.	A developmental study of the acquisition of some moral concepts in children aged 7 to 15	16	2	83–93
EDWARDS, V.K.	Effects of dialect on the comprehension of West Indian children	18	2	83–95
ENTWISTLE, N.J.	*See*: DUCKWORTH, D. *and* ENTWISTLE, N.J.			
EVANS R., FERGUSON, N., DAVIES, P. *and* WILLIAMS, P.	Reliability of the 'Draw-a-Man' test	19	1	32–6
EWEN, E.	*See*: GIPPS, C. *and* EWEN, E.			
FAIRBROTHER, R.W.	The reliability of teachers' judgement of the abilities being tested by multiple choice items	17	3	202–10
FENWICK, G.	Junior school pupils' rejection of school library books	17	2	143–50
FERGUSON, C.M. *and* GARRETT, S.	Stimulus material in 'O' Level History	17	2	83–94
FERGUSON, N.	*See*: EVANS, R. *et al.*			
FINLAYSON, D.S. *and* LOUGHRAN, J.L.	Pupils' perceptions in high and low delinquency schools	18	2	138–45
FRY, J.	'O' level or CSE? The consequences of double entry	16	2	139–42
GARDNER, P.L.	Attitude measurement: a critique of some recent research	17	2	101–9
GARRETT, S.	*See*: FERGUSON, C.M. *and* GARRETT, S.			
GIPPS, C. *and* EWEN, E.	Scoring written work in English as a second language: the use of the T-unit	16	2	121–5
HARTLEY, J., HOGARTH, F.W. *and* MILLS, R.L.	The three-minute reasoning test: a re-evaluation	16	1	58–62
HEAMON, A.J.	The maturation of spatial ability in geography	16	1	63–6
HELLAWELL, D. *and* SMITHERS, A.G.	Commitment to teaching of postgraduate and college-trained students	16	1	46–51
HENDRY, L.B.	The role of the physical education teacher	17	2	115–21
HILL, E.	*See*: POVEY, R.M. *and* HILL, E.			
HOGARTH, F.W.	*See* HARTLEY, J. *et al.*			
HOWE, M.J.A.	The utility of taking notes as an aid to learning	16	3	222–7
HUGHES, D.C. *and* REID, N.A.	Programmed learning and conventional teaching	18	1	54–61
HUGHES, J.M.	The educational needs of the mentally handicapped	17	3	228–33
JARVIS, P.	Religious socialization in the junior school	16	2	100–6
JEFFCOATE, R.	Curriculum planning in multiracial education	18	3	192–200
JELINEK, M.M. *and* BRITTAN, E.M.	Multiracial education – 1. Inter-ethnic friendship patterns	18	1	44–53
JOHNSTON, K.D. *and* KROVETZ, M.L.	Levels of aggression in a traditional and a pluralistic school	18	2	146–51
KENDALL, M.T.	Construction of a comprehensive reading programme from a combination of published reading schemes	16	1	20–7
KITWOOD, T.M.	On values and value systems: evidence from interviews with adolescents	18	3	223–231
KITWOOD, T.M. *and* SMITHERS, A.G.	Measurement of human values: an appraisal of the work of Milton Rokeach	17	3	175–9
KROVETZ, M.L.	*See*: JOHNSTON, K.D. *and* KROVETZ, M.L.			
LAMB, F.C.	Limitations of personality testing as applied to college of education students	17	1	34–40

AUTHOR	TITLE	VOL.	NO.	PAGES
LANE, D.A.	Individuals and systems: aspects of educational issues in drug dependence	16	1	52–7
LANE, D.A.	Drugs education: questions and answers	16	2	107–11
LETHBRIDGE, D.G.	*See*: DEMPSTER, M.A.H. *et al.*			
LEWIS, D.G.	*See*: BURKE, E. *and* LEWIS, D.G.			
LOBLEY, D.	*See*: SMITHERS, A.G. *et al.*			
LOUGHRAN, J.L.	*See*: FINLAYSON, D.S. *and* LOUGHRAN, J.L.			
McCONNEL, J.K.	*See*: BATY, C.W. *and* McCONNEL, J.K.			
MACDONALD, M.	*See*: YOUNG, G.M. *and* MACDONALD, M.			
MacMURRAY V.D.	*See*: WILSON J.P. *and* MacMURRAY, V.D.			
MANSELL, J.	Team teaching in further education	17	1	19–26
MARVELL, J.	Religious beliefs and moral values: the influence of the school	16	2	94–9
MILLS, R.L.	*See*: HARTLEY, J. *et al.*			
NEAVE, G.R.	Open or closed sixth: some consequences of structural change in comprehensive schools	16	1	12–6
NEVILLE, M.H.	Effectiveness of rate of aural message on reading and listening	18	1	37–43
NISBET, J.	Adding and averaging grades	17	2	95–100
NISBET, J., WELSH, J. *and* WATT, J.	Reading standards in Aberdeen, 1962–72	16	3	172–5
NUTTALL, D.L.	*See*: TAYLOR, E.G. *and* NUTTALL, D.L.			
O'DONNELL, D.H.	Linked courses in Herefordshire	16	2	133–8
OGILVIE, E.	Creativity and curriculum structure	16	2	126–32
OKUNROTIFA, P.O.	Attitudes of Nigerian secondary school children to programmed instruction in geography	17	2	110–4
ORME, K.	Personality, ability and achievement in primary school children	17	3	199–201
ORMELL, C.P.	Bloom's taxonomy and the objectives of education	17	1	3–18
ORMELL, C.P.	On the balance of the content of education	18	3	
ORR, L. *and* DEAN, J.	Alternatives to the traditional sixth form: a preliminary report	17	3	211–20
PAGE, R.L.	Secondary school swimming programmes	18	3	214–222
PIDGEON, D.	Logical steps in the process of learning to read	18	3	174–181
POVEY, R.M. *and* HILL, E.	Can pre-school children form concepts?	17	3	180–92
POWELL, J.P.	Small group teaching methods in higher education	16	3	163–71
PRESLAND, J.L.	In search of an 'early teaching grammar'	16	2	112–20
PRICE, J.	Subject options in a comprehensive school	16	1	3–7
QUIGLEY, H.	The pre-reading vocabulary of children leaving nursery school	16	1	28–33
REID, N.A.	*See*: HUGHES, D.C. *and* REID, N.A.			
ROBERTSON, T.S.	Social class and educational research	16	3	189–97
RUSHTON, J. *and* YOUNG, G.M.	Elements of elaboration in working class writing	16	3	181–8
SELKIRK, J.	Subject choice in the sixth form: some comments arising from a recent study	16	1	8–11

AUTHOR	TITLE	VOL.	NO.	PAGES
SHARP, J.D.	*See*: STOTT, D.H. *et al.*			
SHEARER, E. *and* APPS, R.	A re-standardization of the Burt-Vernon and Schonell graded word reading tests	18	1	67–73
SMITHERS, A.G.	*See*: HELLAWELL, D. *and* SMITHERS, A.G.			
SMITHERS, A.G.	*See*: KITWOOD, T.M. *and* SMITHERS, A.G.			
SMITHERS, A.G., AVIS, G. *and* LOBLEY, D.	Conceptions of school among pupils affected by the raising of the school leaving age	16	3	210–7
START, K.B.	Establishing children's learning as a criterion for teacher effectiveness	16	3	206–9
STOTT, D.H., WILLIAMS, H.L. *and* SHARP, J.D.	Effectiveness-motivation in pre-school children	18	2	117–25
TAYLOR, E.G. *and* NUTTALL, D.L.	Question choice in examinations: an experiment in geography and science	16	2	143–50
THOMPSON, B.L.	Self-concepts among secondary school pupils	17	1	41–7
THOMPSON, B.L.	Adjustment to school	17	2	128–36
THOMPSON, B.L.	Secondary school pupils' attitudes to school and teachers	18	1	62–6
THOMPSON, G.B.	Sex differences in reading attainments	18	1	16–23
ULPH, A.M.	*See*: DEMPSTER, M.A.H. *et al.*			
VINCENT, D.	Reading ages and NFER reading tests	16	3	176–80
WATT, J.	*See*: NISBET, J. *et al.*			
WELSH, J.	*See*: NISBET, J. *et al.*			
WILLIAMS, H.L.	*See*: STOTT, D.H. *et al.*			
WILLIAMS, P.	*See*: EVANS, R. *et al.*			
WILSON, J.	Three myths in educational research	16	1	17–9
WILSON, J.P. *and* MacMURRAY, V.D.	Interdisciplinary education: lowering the barriers to effective learning	17	1	27–33
WILTON, V.M.E.	A mother helper scheme in the infant school	18	1	3–15
YOUNG, G.M.	*See*: RUSHTON, J. *and* YOUNG, G.M.			
YOUNG, G.M. *and* MACDONALD, M.	Further education: an alternative route reviewed	17	3	221–7

K.T.S., Hove